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Action

Professional Services Committee

Initial Institutional Approval

Executive Summary: This agenda item presents one program sponsor for initial institutional approval by the Commission.

Recommended Action: That the Commission take action to approve the prospective program sponsor as an institution eligible to offer educator preparation in California.

Presenter: Teri Clark, Administrator,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

September-October 2010

Initial Institutional Approval

Introduction

This agenda item presents one program sponsor for initial institutional approval by the Commission.

Background

An institution that wishes to offer a credential program in California and that has not previously been declared eligible to offer a credential preparation program must undergo a two stage initial approval process: 1) initial institutional approval, and 2) initial approval of programs as described below. The steps in the Commission's accreditation system were described in the Study Session presented to the Commission in June 2005. The agenda item may be found at:

(<http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6A.pdf>).

- 1) Initial Institutional Approval: The institution (program sponsor) that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial institutional approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The application is reviewed for compliance with the appropriate preconditions (such as regional accreditation [or governing board approval], identification of position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, and agreement to provide information to the Commission). Once compliance has been established, the application is brought before the Commission for *initial institutional approval*. This stage determines only an institution's *eligibility* to offer an approved program.
- 2) Initial Approval of Programs: Once the Commission acts favorably on institutional approval, the *program* proposal is forwarded to the Committee on Accreditation (COA) for action. The program sponsor is required to respond to the appropriate credential program standards for each program the institution wishes to offer. These responses are reviewed by a panel of expert advisors, or in some cases, Commission staff, to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the COA for *initial program approval* and the institution is given authority to begin the program which will then come under the Commission's continuing accreditation procedures.

Currently, agenda items are brought before the Commission when an institution or other sponsor that has not previously been declared eligible to offer educator preparation programs elects to submit a program proposal for approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards, and the appropriate program standards. The materials are reviewed for compliance with the appropriate preconditions (regional accreditation [or governing board approval], identification of position responsible for oversight,

non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.). Once compliance has been established, the application is brought before the Commission for *initial institutional approval*. The institution's prospective program(s) must still complete the program review process and the individual program(s) must go before the COA for approval.

Request for Initial Institutional Approval for PUC Schools

The Partnerships to Uplift Communities (PUC) Schools has applied to the Commission for initial institutional approval in order to undergo the approval process to operate a Commission-approved induction program. PUC Schools has submitted a complete response to the Commission's Preconditions and Common Standards. The responses to the preconditions were reviewed by Commission staff and were determined to be in compliance with the adopted Preconditions. The narrative response to the Common Standards and supporting documentation were reviewed by individuals from the Board of Institutional Reviewers (BIR) and determined to meet the Common Standards. A brief description of proposed PUC Schools Induction Program is provided below:

The PUC Schools Induction Program is a network of ten independent charter schools housed under the Partnerships to Uplift Communities (PUC) Charter Management Organization (CMO). Currently PUC Schools has two high schools, seven middle schools and one elementary school; two new high schools will be opening in fall 2010. The PUC Schools Induction Program has designed a BTSA program that includes developmentally sequenced inquiries delivered in a seminar format and individualized instruction and support delivered by highly skilled onsite Support Providers. During the two year program, Participating Teachers will develop knowledge and skills through intensive, highly structured monthly seminars which are aligned to the California Standards for the Teaching Profession (CSTP) and Induction Standards 5 and 6, four inquiries (2 per year) that focus on specific CSTPs, and responsive, individualized instruction from their site Support Providers. Participating Teachers will demonstrate having met the Induction Standards and CSTP competencies in a variety of ways including formal and informal observations, student work samples, instructional plans, seminar attendance, formative assessment documents, reflective conversations, and completed and reviewed portfolios. Throughout the 2-year preparation program, Participating Teachers' knowledge, skills and abilities are developed so they become reflective practitioners dedicated to students with diverse learning needs and backgrounds.

Commission action to grant initial institutional approval will allow for the completion of the review of the induction program proposal. When the program proposal has met all the adopted standards, the PUC Schools program will be forwarded to the Committee on Accreditation for initial program approval.

Recommendation

Based upon a determination by Commission staff and a review panel that the applicant has met all relevant Preconditions and Common Standards, staff recommends that the Commission grant initial institutional approval to PUC Schools.